

OXFORD

# Link

# 5

## Teacher's Pack



Classroom  
Presentation Tool



Teacher's Guide



Teacher's Resource  
Center



Practice Kit

Elizabeth Sharman &  
Diana Pye  
Alice Palmer



# Link it!

5

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Elizabeth Sharman &  
Diana Pye  
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OXFORD  
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# Welcome to Link It! 5

## Vocabulary

Goals and dreams  
Problems and solutions  
Ideas and objects

## Grammar

Simple past / Present perfect / Present perfect progressive  
Giving advice  
Prohibition / Obligation / Obligation and strong advice / Lack of obligation  
Simple present passive / Simple past passive

## Aim

To review a variety of grammar and vocabulary topics covered in the previous levels

To identify what individual students may still need to work on before starting Level 5

## Warm-up

- Introduce yourself to the class. Then ask students to introduce themselves.
- Ask individual students questions about some of the topics on pages 4–9: *What did you do during the school break? What did you enjoy doing best? What kind of TV shows and movies do you enjoy? What do you enjoy studying at school? What would you like to do after finishing school?*

## Talk about recent events

page 4

### Exercise 1 Read and listen 002

- Focus students' attention on the picture. Ask: *What are they doing? Have you ever performed for an audience? Would you like to?*
- Read out the questions and then play the audio. Students read and listen.
- Students answer the questions in pairs.
- Ask a few students who they are most similar to and why.


#### ANSWER

Maria is tired because she has been running.

**Audioscript** Student Book page 4

### Exercise 2 002

- Have students cover the dialogue. Ask them to read the sentences and fill in any names they remember.
- Students read and listen again, then complete the exercise. Stronger classes can keep the dialogue covered while they listen.



**Hi, has anyone seen Maria?** She's usually here by now.  
**No.**  
**That's strange.** Anyway, have you had a good summer so far?  
**Yes!** I've learned how to play the bass guitar! How about you two?  
**That's cool!** Yeah, I've been busy with my theater club. We've been working on a musical.  
**Cool!** I was in a musical last year. I loved it!  
**We're going to perform it at the Little Theater.**  
**You're braver than me!** I haven't acted since I was 7, and I'm not planning on doing it again!  
**Really?** I love it! I've dreamed of being on stage for as long as I can remember. We've been rehearsing almost every day since June. The first show's next week. Come and see it!  
**Great, I'd love to.**  
**Is it free?**  
**No.** Tickets are \$4 each. We've sold about 50 so far.  
**Four dollars!**  
**That's cheaper than a movie ticket!**  
**Well, I haven't spent any money for ages!** I've been saving up for a new phone. I lost my old one at the end of last term.  
**How much have you saved?**  
**About \$120.**  
**Well, that's good.**  
**Yeah, I've been walking my neighbors' dog.** Anyway, where's Maria? She's going to be late.  
**She'll be here soon, I'm sure.** She's been training for a 5K race, so—  
**Really?** How long has she been doing that?  
**For about six weeks, I think.** Ah, look, there she is!  
**Hi, everyone!** Phew! Sorry I'm late!

**Look!**  
*Dream of is a stative verb (like want, need, like, etc.). We don't usually use stative verbs in the progressive form.*

**Talk about recent events**

1 **Read and listen** Who is most similar to you, Jack, Anna, Tom, or Maria? Why is Maria tired?  
 2 **Listen again.** Who is it? Write Jack, Anna, Tom, or Maria.  
 1 **Jack** wants to buy something, but can't afford it yet.  
 2 **Maria** is preparing for a sports event.  
 3 **Anna** is getting ready for a performance.  
 4 **Jack** can do something new.  
 5 **Tom** has earned some money over the summer vacation.

**Vocabulary** **Goals and dreams**

3 **Complete the phrases with the words in the box.**  
 learn train for dream of work on rehearse save up for  
 1 **save up for** a new bicycle  
 2 **learn** how to do something  
 3 **train for** a race  
 4 **rehearse** a play  
 5 **work on** a project  
 6 **dream of** appearing on TV

4 **Pairwork** Ask and answer about your goals and dreams right now.  
 Are you saving up for anything right now?  
 Yes, I'm trying to save enough money for a bike. / No, not really.

- Check the answers as a class. Write on the board: *I've dreamed of being on stage for as long as I can remember. We've been rehearsing almost every day.*
- Ask students to name the underlined tenses (present perfect / present perfect progressive). Ask: *Which verb describes an activity? (rehearse) Which verb describes a situation or state? (dream)*
- Read the Look! box. Ask students for more examples of stative verbs. (possible answers: believe, understand, love, prefer, know, forget, realize, smell, hear, see, be, remember)

**Audioscript** Student Book page 4

## Goals and dreams page 4

### Exercise 3

- Students complete the exercise individually.
- Check the answers as a class.

- Make sure students understand the meaning of the phrases.

### Exercise 4 Pairwork

- Ask two students to read out the speech bubbles.
- Ask students to give one or two example questions using the words and phrases from exercise 3, e.g., *Are you learning how to do anything right now?* Remind them that *dream* is a stative verb and elicit a simple present question: *Do you dream of doing anything?*
- In pairs, students continue to ask and answer questions using the words from exercise 3. Encourage them to answer in as much detail as possible.
- Now ask students to work with a different partner. Students take turns telling their new partner about their first partner, e.g., *Ana dreams of becoming a politician. David is learning how to draw.*



- 5 Match the **highlighted** sentences (1–5) in the text with the rules (a–e) below.

## Simple past

- a Use the simple past to talk about finished actions in finished time periods. **4**

## Present perfect

Use the present perfect:

- b to give news about recent events. **2**  
 c to talk about finished actions in unfinished time periods. **1**  
 d with *since*, *for* and *How long ...?* to talk about the duration of a situation which began in the past and continues in the present. **5**

## Present perfect progressive

- e Use the present perfect progressive to talk about an action or activity which began in the past and continues in the present. **3**

- 6 Look back at the text. Circle the verbs in the present perfect. Then underline the verbs in the present perfect progressive.

- 7 Choose the correct alternatives. Then find examples of *for* and *since* in the text.

We use *for* / *since* + a period of time.

We use *for* / *since* + a point in time.

- 8 Complete the mind map with the phrases in the box.

two months March 2004 three months  
 I was very young half an hour the end of December  
 six o'clock a long time Tuesday half my life

Since

March 2004,  
 I was very young,  
 the end of December,  
 six o'clock,  
 Tuesday

For

two months,  
 three months,  
 half an hour,  
 a long time,  
 half my life

- 9 Choose the correct alternatives.

- 1 We **practiced** / **have practiced** the dance yesterday, but we **didn't practice** / **haven't practiced** it today. Shall we do it now?  
 2 a Guess what? I **ve finally learned** / **ve finally been learning** how to walk on my hands!  
 b Awesome! I **ve learned** / **ve been learning** how to do a handstand, but I still can't do it.  
 3 Martin **'s trained** / **'s been training** for the tennis championship for ages now. He **'s trained** / **'s been training** for events before, but he's never worked as hard as this.

- 10 Complete the dialogue with the simple past, present perfect, or present perfect progressive form of the verbs in parentheses.

Sam Hi, we **haven't met** (not / meet) before. I'm Sam.

Meg Hi, I'm Meg.

Sam Are you new here?

Meg No, I **moved** (move) here with my family about a year ago.

Sam Oh, OK. So, how do you spend your free time, Meg?

Meg I'm in a rock band with some friends.

Sam Awesome! What do you do?

Meg I play the guitar. But I **'ve started** (start) writing songs, too. I **'ve almost finished** (almost / finish) a new one.

It **'s taken** (take) me ages.

Sam How long **have you been working on** (you / work on) it?

Meg About three months!

Sam Oh, really? I **'ve never learned** (never / learn) how to play a musical instrument. In fact, I prefer sports. I **'ve been doing** (do) tae kwon do since I was about 5.

## Speaking strategy

## Listening to people

Show you're interested when you listen to people by saying, *OK, Oh, I see*, or *Oh, really?* Ask questions about what they say. Use present perfect questions to ask about experiences and duration. Use the simple past when asking about the details of past events.

- 11 **Groupwork** Read the Speaking strategy. Then, in big groups, ask questions and complete the sentences with names. Ask follow-up questions to find out more information.

## Find someone who ...

has been saving up for something for a long time. \_\_\_\_\_  
 has had some good news. \_\_\_\_\_  
 has dreamed of being famous. \_\_\_\_\_  
 has never learned how to play a musical instrument. \_\_\_\_\_  
 has been rehearsing or practicing something. \_\_\_\_\_  
 has been training for something. \_\_\_\_\_

## Challenge

Write some sentences about one of the people you spoke to in exercise 11.

## ANSWERS

Present perfect has anyone seen, have you had, I've learned, I've been, I haven't acted, I've dreamed, We've sold, I haven't spent, have you saved

Present perfect progressive We've been working, We've been rehearsing, I've been saving up, I've been walking, She's been training, has she been doing

## Exercise 7

- Students complete the exercise individually.
- Check the answers as a class.

## ANSWERS

For for as long as I can remember, for ages, For about six weeks  
 Since since I was 7, since June

## Exercise 8

- Students complete the exercise in pairs or individually.
- Check the answers as a class.
- In pairs, students take turns to test each other. Student A reads out or makes up a time phrase and Student B says *for* or *since*.
- Circulate and monitor.

## Exercise 9

- Students complete the exercise individually.
- Check the answers as a class. With weaker classes, ask students to match each answer with a rule from the grammar charts (1 a/c, 2 b/e, 3 e/c).

## Exercise 10

- Students complete the exercise individually and compare answers in pairs.
- Check the answers as a class.
- Have students read the dialogue in pairs. Encourage them to use lots of expression!

## Exercise 11 Groupwork

- Ask a student to read the *Speaking strategy* aloud.
- Students work in groups of five or six. Demonstrate the activity by asking the class a present perfect question, e.g., *Has anyone been on vacation this year?* If a student answers *yes*, follow up with simple past questions, e.g., *Where did you go? What did you do there? Where did you stay? What was the weather like?*
- Give students plenty of time to do the exercise.
- Ask: *Did you find out anything surprising or interesting about anyone in your group?*

## Challenge

- This exercise can be set for homework or classwork. Encourage students to use the simple past, the present perfect, and present perfect progressive.

## Simple past, Present perfect, and Present perfect progressive

page 5

## Warm-up

- Write on the board: *work, leave, take*.
- Elicit the simple past, present perfect, and present perfect progressive of each verb (worked, have worked, have been working; left, have left, have been leaving; took, have taken, have been taking).
- In a corner of the board, write:
  - My older brother ... home. He lives with friends now.
  - Jon ... for nearly ten hours yesterday.
  - Emma is great at piano. She ... lessons for six years.
- In pairs, students choose the correct verb and tense for each sentence (1 has left, 2 worked, 3 has been taking).

- Check the answers and ask students for their reasons. Don't give feedback, but tell them that you will come back to the sentences later.

## Exercise 5

- Ask students to read the grammar charts individually. Students complete the exercise individually and then compare answers in pairs. Circulate and assist as needed.
- Check the answers as a class.
- Ask students to match the rules with the sentences on the board (1 b, 2 a, 3 e).

## Exercise 6

- Students complete the exercise individually and then compare answers in pairs.
- Check the answers as a class.

## Talk about obligations and give advice

page 6

### Warm-up

- Focus students' attention on the picture.  
Ask: *Does your bedroom look like this?*  
*Are you a messy person or a tidy person?*  
*What advice could you give this girl?*

### Exercise 1 Read and listen 003

- Tell students that they are going to hear some people talking about their problems. Read out the question.
- Play the audio. Students read and listen and then answer the question.

#### ANSWER

Dialogue 4: A house seems to be on fire.

Audioscript Student Book page 6

### Exercise 2 003

- Students listen again and complete the exercise. Stronger classes can keep the dialogue covered while they listen.
- Check the answers as a class.

Audioscript Student Book page 6

## Problems and solutions

page 6

### Exercise 3

- Make sure students understand the meaning of the words in the box.
- Read out the words in the box and have students repeat.
- Students complete the exercise individually and then compare answers in pairs.
- Check the answers as a class.

### Exercise 4 Pairwork

- Ask two students to read out the speech bubbles.
- Students talk about the sentences in exercise 3 in pairs.

**Talk about obligations and give advice**



**1**

Harry Oh, no! I've torn my homework page! I'll have to ask Mr. Walker for another one.

Elsa If I were you, I'd tape it together again. It'll be fine. Anyway, what is your homework?

Harry I need to write an article about life in the 1960s. And we aren't allowed to use the Internet!

Elsa Why not?

Harry We have to interview people we know.

Elsa You should talk to my grandma. She has a lot of stories about when she was younger.

**2**

Jade I'm fed up with my bedroom. It's so messy!

Luke You ought to clean it.

Jade Yeah, I guess so. But I hate the color of the walls, too. They're so boring!

Luke You should decorate it. I'll help you. I love painting!

Jade Really? OK. I'll ask Mom and Dad. I'm sure they'll say yes.

**3**

Max Oh! This button just came off my jacket. Well, you'd better sew it on again!

Max Um ... OK. How do I do that?

Alicia You don't know how to sew a button on?

Max Um, no.

Alicia Well, you must learn! I'll show you!

**4**

Fabio Oh, my gosh! Look at all that smoke coming out of that house.

Anita That looks bad. I'll call 911.

Fabio I think I should go into the house. There might be someone in there!

Anita No! You mustn't go in there. We have to stay calm and wait for the firefighters.

**5**

Pedro Oh, no! I have a flat tire on my bike!

Luiz I'll help you. I'm good at fixing flat tires. Where's your repair kit?

Pedro It's OK. We don't have to fix it now. I can take the bus to school.

**1** **Read and listen** Which is the biggest problem?

**2** **Listen again.** Decide if the sentences are true (T) or false (F).

1 Elsa thinks Harry needs to get a new homework page. <u>F</u>	4 Alicia's going to repair Max's jacket. <u>F</u>
2 Harry can't use the Internet to research life in the 1960s. <u>T</u>	5 Anita doesn't want Fabio to go into the house. <u>T</u>
3 Jade thinks she's allowed to paint her room. <u>T</u>	6 Pedro needs to ride his bike to school today. <u>F</u>

**Vocabulary**

**3** Complete the sentences with the correct form of the words in the box.

call decorate fed up with fix messy sew tape clean tear

1 I cleaned my bedroom this morning. Look how neat it is!

2 I've just called 911. They'll be here soon!

3 I've never sewn a button on.

4 Have you ever broken something and taped it together again?

5 My bedroom is very messy, but I'm too tired to clean it now.

6 I've been helping my cousins decorate their new house.

7 I know how to fix a flat tire.

8 I've never torn an expensive piece of clothing.

9 I'm fed up with this rainy weather.

**4 Pairwork** Talk about whether the sentences in exercise 3 are true for you.

Number 1 isn't true for me. I didn't clean my bedroom this morning.

Me neither. / Oh, I did!



- 5 Complete the sentences with words from the text.

## Giving advice

If I <sup>1</sup> **were** you, I <sup>2</sup> **'d tape** it together again.  
 You <sup>3</sup> **should talk** to my grandma.  
 You <sup>4</sup> **ought to clean** it.  
 Well, you <sup>5</sup> **'d better sew** it on again!

- 6 Match the sentence halves to complete the rules.

- 1 We use *should* and *ought to* to **a**  
 2 We use *If I were you, I'd ...* and *You'd better ...* **b**
- a to give advice based on our opinion and also to give general advice.  
 b to give advice based on our personal opinion about a particular situation.

- 7 Choose the correct alternatives. There may be more than one.

- 1 People **shouldn't** / **'d better not** put their own lives in danger to help other people.  
 2 a I feel sick. I think I'll watch TV.  
 b **You ought to** / **If I were you, I'd** go to bed.  
 3 a I don't understand this homework.  
 b You **should** / **'d better** ask Mrs. daSilva to explain it to you before you go home.  
 4 Do you think parents **ought to** / **'d better** teach their children to cook?

- 8 Pairwork Take turns to choose a problem from the list and give advice.

I'm fed up with my hair. You should cut it short.

I broke my favorite cup.  
 A button has come off my coat.  
 My handwriting is very messy.  
 I've just seen a car accident.

- 9 Complete the sentences from the dialogues.

## Prohibition

We <sup>1</sup> **aren't allowed to use** the Internet.  
 You <sup>2</sup> **mustn't go** in there.

## Obligation

We <sup>3</sup> **have to interview** people we know.

## Obligation and strong advice

We <sup>4</sup> **must stay** calm and wait for the firefighters.

## Lack of obligation

We <sup>5</sup> **don't have to fix** it now.

## Study strategy

## Make grammar personal

Use grammar structures to write example sentences that are true for you. It's easier to remember things that are connected to your life.

- 10 Pairwork Read the Study strategy. Then write five sentences about your school and home life using the grammar in exercise 9.

- 11 Complete the second sentence so that it means the same as the first. Use the words in parentheses.

- 1 It isn't necessary to call 911. (have)  
 You **don't have to** call 911.  
 2 I think you should fix it. ('d)  
 If I were you, I **'d fix** it.  
 3 You can ask for help. (allowed)  
 You **'re allowed to ask** for help.  
 4 You should clean up the kitchen. (better)  
 You **'d better clean up** the kitchen.  
 5 We aren't allowed to paint the walls. (mustn't)  
 We **mustn't paint** the walls.

- 12 Complete the dialogues with the correct form of the words in the box.

allow / use be / you, / I / ask not have / buy  
 have / leave must / wear ought / ask

- 1  
 Lily Jack, are you <sup>1</sup> **allowed to use** your phone at night?  
 Jack Yes. Why? Aren't you?  
 Lily No, I <sup>2</sup> **have to leave** it on the bookshelf after eight thirty.  
 Jack You <sup>3</sup> **ought to ask** your parents if they could change the rule a little.
- 2  
 Lucy I'm fed up with all my clothes, but I can't afford to buy anything new.  
 Pippa You <sup>4</sup> **don't have to buy** new clothes. Secondhand clothes are cool!
- 3  
 Myra Oh, no! The sign says, "All swimmers with long hair <sup>5</sup> **must wear** swim caps," but I don't have one.  
 Ryan Your hair isn't very long. If I <sup>6</sup> **were you, I'd ask** the receptionist if you can swim without one.

## Challenge

Imagine you are on vacation. Write a message to a friend using the simple past, past progressive, and present perfect.

## Exercise 7

- Students do the exercise individually and compare answers in pairs.
- Check the answers and students' understanding of the rules.

## Exercise 8 Pairwork

- Students take it in turns to choose a problem and give advice. Encourage students to make up some more problems.

## Prohibition, obligation, obligation and strong advice, and lack of obligation

page 7

## Exercise 9

- Make sure students understand the headings in the grammar chart.
- Have students complete the sentences from the dialogues on page 6.
- Check answers as a class. After each answer, ask students to tell you some school rules using that construction, e.g., *You're not allowed to run in the corridors.*

## Exercise 10 Pairwork

- Read the *Study strategy* aloud.
- Give students time to write some sentences about their school life and some sentences about home life.
- In pairs, students compare their sentences.

## Exercise 11

- Students complete the exercise individually and then compare answers in pairs.
- Check the answers as a class.

## Exercise 12

- Students complete the exercise individually and then compare answers in pairs.
- Check the answers as a class.
- Ask students to read the mini-dialogues in pairs.
- Circulate and help with pronunciation.

## Challenge

- This can be set as homework or classwork. Encourage students to think about activities, sightseeing, food, entertainment, and the weather on their vacation.

## Giving advice

page 7

## Warm-up

- With books closed, tell students that you need their advice. Say: *My friend has asked if he can borrow my car for a big trip, but I know he's a terrible driver. What should I do?*
- Thank the students for any advice they give you. Do not correct any mistakes at this point.

## Exercise 5

- Tell students you are going to review language for giving advice. Students complete the exercise individually.
- Check the answers as a class.
- In the first sentence, point out the use of the subjunctive form *were* and not *was* for giving advice. Make sure

students know that *'d* is the short form of *would* and not *had*. In the last sentence, make sure that students know that the *'d* is the short form of *had* and not *would*.

- Ask students for more advice and encourage them to use the constructions in the chart. Example statements: *I've had a terrible headache for almost a week. My son / daughter wants to paint his / her bedroom black. I'm planning to spend all my savings on the vacation of a lifetime. One of my colleagues keeps sitting at my desk.*

## Exercise 6

- Students complete the exercise individually.
- Check the answers as a class.



## Talk about objects page 8

### Warm-up

- Write on the board: *Do you use any of these objects regularly? How long do you think they have existed for? Which object is the most important in your life and why?*
- With the text covered, ask students to look at the pictures and discuss the questions in pairs. Circulate and assist as needed.
- Ask for class feedback on which item is the most important and why.

### Exercise 1 Read and listen 004

- Students work in pairs. Ask them to take it in turns reading the paragraphs aloud, and then match an object with the information in each paragraph.
- Students listen and check.

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### Exercise 2

- Students complete the exercise individually. Encourage them to write full sentences when they are correcting the false sentences.
- Check the answers as a class.

## Ideas and objects page 8

### Exercise 3

- Students complete the exercise in pairs.
- Check the answers as a class.
- Make sure students understand the vocabulary items and ask them to find and underline each one in the text.
- Point out the prepositions in *named after* and *based on*.
- For stronger classes: Note that *design* is used as a verb in the exercise, but as a noun in the text. Ask students if they know the nouns for *develop*, *inspire*, *mass-produce*, and *invent* (development, inspiration, mass-production, invention).

### Exercise 4 Pairwork

- Ask two students to read out the speech bubbles.
- Give students time to discuss the sentences in pairs, encouraging them to develop each one into a short discussion.
- Ask students to work with a different partner and take turns to report three interesting things that they have just learned about their first partner.

## Talk about objects

1 004 Read and listen Match the objects with the information. Then listen and check.



1 **Flip-flops** were first worn by the ancient Egyptians around 6,000 years ago. Modern styles are based on Japanese zōri, which were brought back to the U.S. by soldiers after the end of World War II.

2 **Jeans** were invented in 1873. They're named after the city of Genoa in Italy, where a particular kind of cotton fabric was produced. How many pairs are sold today? About three every second!

3 **Velcro** is used to fasten clothes and shoes. Its design was inspired by the way the seeds of some plants stick to animals' fur. Inventor George de Mestral noticed this when he was walking in the countryside with his dog in the 1940s.

4 **Gummy candy** is made from sugar, starch, food coloring, flavoring, and gelatin. Most gelatin is made from animal skin and bones.

5 **Pencils** were first used centuries ago, but they were first mass-produced in Germany in the 17<sup>th</sup> century. Originally, the wooden part wasn't painted. In the 19<sup>th</sup> century, however, Chinese graphite became known as the best in the world, so most of these simple writing devices were painted yellow—a color associated with royalty in China.

6 **Contact lenses**, as we know them today were developed in the 20<sup>th</sup> century. Incredibly, however, the first pair were made and worn in 1888. They were wide and heavy and covered the whole eyeball, so people could only wear them for a few hours!

7 **Air freshener** is used to hide a whole range of bad smells! In ancient times, herbs, flowers, and fruits were used, but these days most products are chemical. The famous Little Tree brand was designed by a Canadian chemist called Julius Sämann in 1952. It's popular among car owners around the world and has been featured in several movies.

2 Decide if the sentences are true (T) or false (F). Correct the false sentences.

- Zōri come from Egypt. F  
They come from Japan.
- Every minute, about one pair of jeans is sold. F  
Every minute, about 180 pairs of jeans are sold.
- George de Mestral copied an idea from nature. T
- Most gummy candy isn't suitable for vegetarians. T

- Yellow has been a popular color for painting graphite pencils for several centuries. F  
It's been a popular color since the 19<sup>th</sup> century.
- The first contact lenses weren't very comfortable. T
- Julius Sämann created a product which is well known as an air freshener for the home. F  
It's well known as an air freshener for cars.

## Vocabulary Ideas and objects

3 Choose the correct alternatives.

- I'm named / designed after someone in my family.
- If I get an idea for a short story, I usually find it easy to develop / inspire.
- I'd like to invent / design clothes when I'm older.
- There are one or two famous people who really invent / inspire me.
- I only enjoy books and movies which are based / copied on true stories.
- I don't like eating food which is produced / mass-produced.
- I think it would be easy for me to invent / base a new video game.

4 **Pairwork** Tell your partner if the sentences are true or false for you.

Sentence 1 is true. I'm named after my grandmother—her name is Rosa like mine.

I'm not named after anyone. I don't know why my parents chose the name Hector!